

# IOWA

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## DEPARTMENT OF COUNSELOR EDUCATION

YEAR IN REVIEW 2021-2022

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# OVERVIEW

The Council for Accreditation of Counseling and Related Educational Programs, CACREP, requires that all accredited programs conduct annual evaluations of their programs and that post certain data on their websites that pertain to student success and program effectiveness. Such data include: number of graduates for the past academic year, pass rates on licensure and or credentialing exams, program completion rates, and job placement rates. While such information is presented here and available in our website: <https://education.uiowa.edu/about/administration/department-counselor-education/csed-accreditation-academic-and-outcome> this report provides a more in dept look at the Department of Counselor Education metrics.

## 2021-2022 Highlights



### Enrollments

Student's enrollment in CSED continue to be steady. A significant growth has been observed in our CMHC program.



### Time to Degree

Students can complete any of our MA programs in CMHC, RC, or SC in 2 years.



### Employment Outcomes

Upon graduation, CSED students successfully enter competitive employment in their area of specialization. Our MA programs had a 100% placement rate for AY 2022.

# IN THIS REPORT

This report includes a synthesis of both institutional and programmatic data collected as part of CSED's Comprehensive Evaluation Plan. Data has been collected at different point in time and from various sources in and outside of the College of Education. Information is presented on the following areas:

- CSED Student's Demographic Data
- Student's Learning Outcomes and CACREP Vital Statistics
- Clinical Placement and Related Evaluations and Supervisor / Employer Satisfaction Surveys
- College of Education Student Satisfaction
- Alumni Exit Surveys
- CSED Program Modification

# CSED DATA

**Demographics** – Always reported after official census in fall semesters.

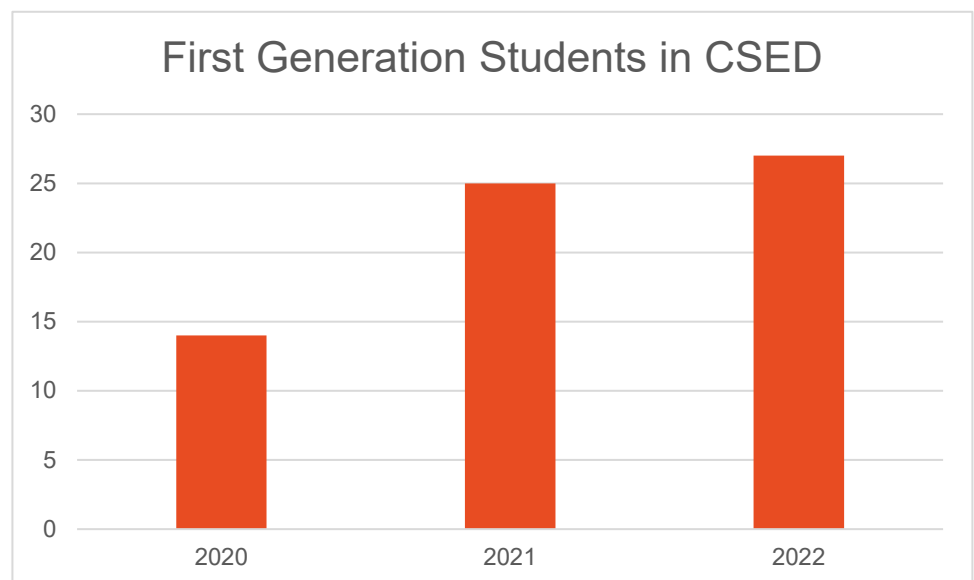
	2021		2022	
Female	69	78%	Female	62 71%
Male	18	20%	Male	25 29%
Prefer not to answer	1	1%	Prefer not to answer	0%
<b>Total</b>	<b>88</b>	<b>100%</b>	<b>Total</b>	<b>87 100%</b>

	2021	2022
<b>Race / Ethnicity</b>		
Nonresident Alien	9, 10%	5, 6%
Race and Ethnicity unknown	2, 2%	3, 3%
White, not of Hispanic or Latino(a) origin	60, 68%	61, 70%
	<b>71, 81%</b>	<b>69, 79%</b>
<b>Ethnic Minority</b>		
African American or Black	0%	4, 5%
Alaskan Native / American Indian	5, 6%	0%
Hispanic or Latino(a)	1, 1%	9, 10%
Asian	7, 8%	3, 3%
Multi-Racial	4, 5%	2, 2%
	<b>17, 19%</b>	<b>18, 21%</b>
<b>Total</b>	<b>88, 100%</b>	<b>87, 100%</b>

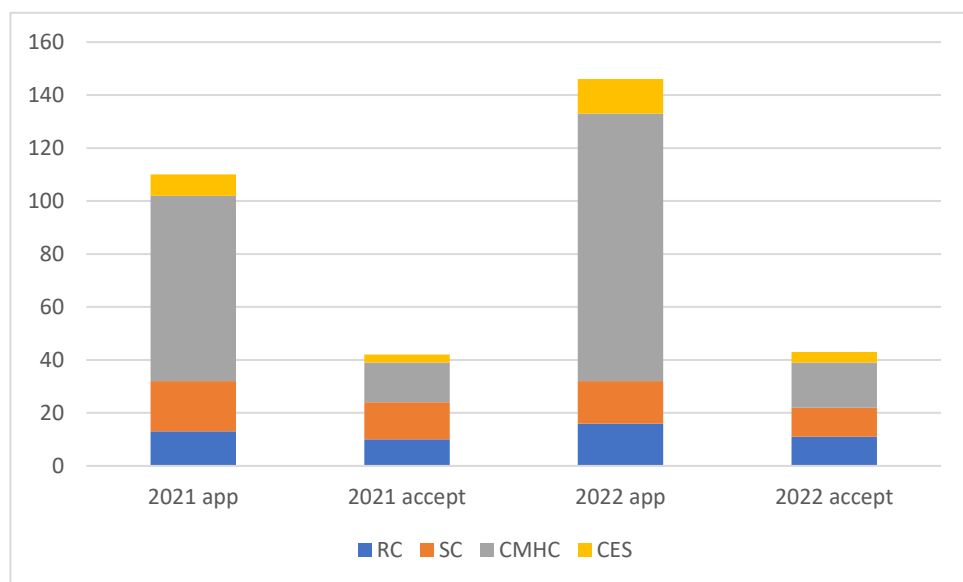
## First Generation Students

### QUICK FACT:

During the last 2 years there has been an increase of **FIRST-GENERATION** students enrolled in CSED's graduate programs.



## Applications and Admissions



### QUICK FACT:

Our programs continue to be of interest to many prospective students. Our CMHC program has continued to draw many qualified applicants with various clinical and professional interests.

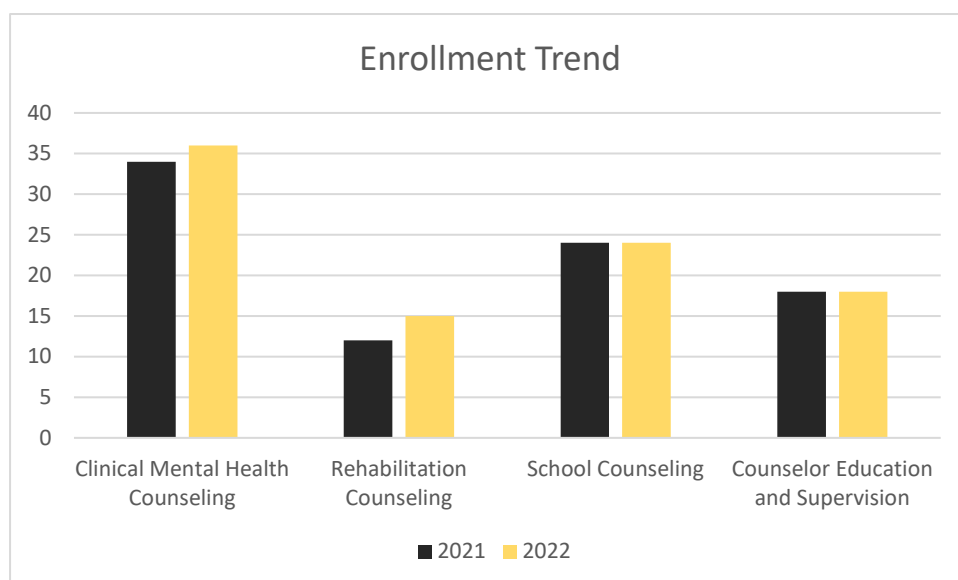
## Graduates

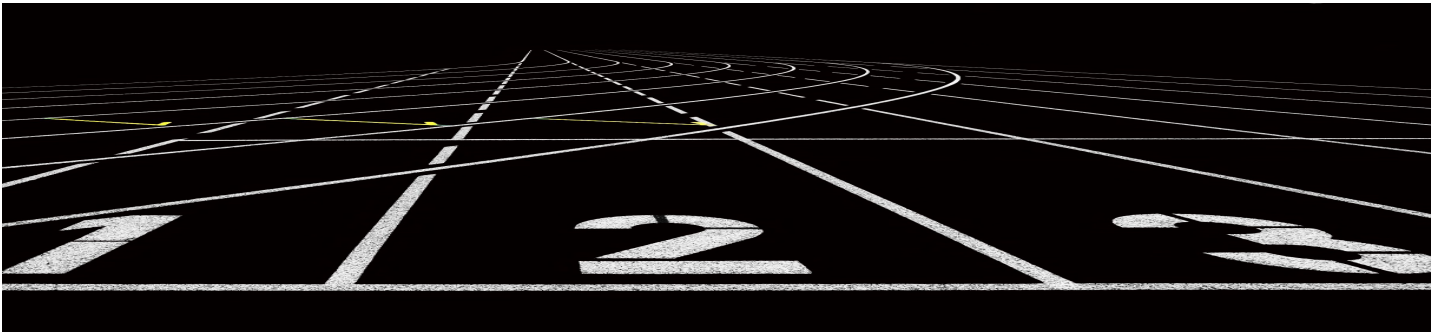
### 2021-2022

Clinical Mental Health Counseling	15
Rehabilitation Counseling	9
School Counseling	15
Counselor Education and Supervision	3

### QUICK FACT:

For the AY 2022, the Clinical Mental Health Counseling Program saw an increment of 62% in applications. Of those only 17 students were admitted into this graduate program.





# STUDENT LEARNING OUTCOMES & CACREP VITAL STATISTICS

## KEY PERFORMRANCE INDICATORS

KPI assessments for the 2021-2022 MA cohorts suggests that all students 100% (CMHC n=34, RC n= 12, and SC n= 24) demonstrated appropriate development of professional dispositions. Likewise, CES PhD students, (n= 18) demonstrated appropriate development as future counselor educators.

## CoE COMPREHENSIVE EXAMS

All RCE students, MA and PhD, successfully passed their comprehensive examinations for Spring of 2021-2022.

## COMPLETION OF PROGRAM AND TIME TO DEGREE

For the AY 2021-2022, 99% of students completed the CMHC program, 100% completed the RC program, and 100% completed the SC program. All MA graduates complete their degrees in 2 years. Students in the CES PhD program are completing their degree between 4 and 4.5 years.

## CERTIFICATION AND LICENSURE

For the AY 2021-2022, 97.6% passed their certification exam for mental health counseling and 100% successfully passed their certification exam for rehabilitation counseling. School counseling students are not required to take a license exam. However, in the spring of their graduating year, students will begin their application for a provisional IA school counseling license.

## EMPLOYMENT OUTCOMES

For the AY 2021-2022, 97% of CMHC, 100% of RC, 100% of SC, and 100% of CES graduates obtained employment in areas not limited to: clinical and rehabilitation counseling settings, academic programs, and private practice.

## CLINICAL PLACEMENT AND RELATED EVALUATIONS

(NOTE: ALL SURVEYS HAD UNEQUAL NUMBER OF RESPONDENTS.)

**Site Supervisors / Employers Surveys**, 1 = Highly disagree, 5 = Highly agree

The following table summarizes the scores of the Supervisor / Employer Survey. **CMHC**

	Min	Max	Mean	SD	var	n
1. Demonstrate a thorough understanding of the clinical mental health counseling knowledge base.	3.00	5.00	4.50	0.76	0.58	6
2. Demonstrates effective counseling skills.	2.00	5.00	4.33	1.11	1.22	6
3. Works effectively with individuals from different and diverse backgrounds.	4.00	5.00	4.83	0.37	0.14	6
4. Demonstrates advocacy skills for all clients served and the counseling profession.	3.00	5.00	4.50	0.76	0.58	6
5. Demonstrates to be a skilled counselor in individual or group counseling settings.	2.00	5.00	4.50	1.12	1.25	6
6. Demonstrates leadership skills consistent with your organization's mission.	2.00	5.00	4.33	1.11	1.22	6
7. Demonstrates adherence to counseling ethical standards and scope of practice.	4.00	5.00	4.83	0.37	0.14	6
8. Works effectively with other mental health counseling professional or community organizations.	3.00	5.00	4.33	0.94	0.89	6
9. Demonstrate competency in case management, consultation, and coordination of mental health services.	1.00	5.00	4.17	1.46	2.14	6
10. Overall effectiveness in working with persons with mental illness.	2.00	5.00	4.50	1.12	1.25	6

The following table summarizes the scores of the Supervisor / Employer Survey. **RC**

	Min	Max	Mean	SD	var	n
1. Demonstrate a thorough understanding of the rehabilitation counseling knowledge base.	1.00	4.00	2.50	1.50	2.25	2
2. Demonstrates effective counseling skills.	1.00	4.00	2.50	1.50	2.25	2
3. Works effectively with individuals from different and diverse backgrounds.	1.00	5.00	3.00	2.00	4.00	2
4. Demonstrates advocacy skills for all clients served and the counseling profession.	1.00	4.00	2.50	1.50	2.25	2
5. Demonstrates to be a skilled counselor in individual or group counseling settings.	1.00	4.00	2.50	1.50	2.25	2
6. Demonstrates leadership skills consistent with your organization's mission.	1.00	4.00	2.50	1.50	2.25	2
7. Demonstrates adherence to counseling ethical standards and scope of practice.	1.00	4.00	2.50	1.50	2.25	2
8. Works effectively with other rehabilitation counseling professional or community organizations.	1.00	4.00	2.50	1.50	2.25	2
9. Demonstrate competency in case management, consultation, and coordination of services for persons with disabilities.	1.00	5.00	3.00	2.00	4.00	2
10. Overall effectiveness in working with persons with disabilities.	1.00	5.00	3.00	2.00	4.00	2

The following table summarizes the scores of the Supervisor / Principal Survey. **SC**

	Min	Max	Mean	SD	var	n
1. Demonstrate a thorough understanding of comprehensive, developmental school counseling programs	3.00	4.00	3.75	0.43	0.19	4
2. Work individually with students in academic, career and personal/social concerns	3.00	4.00	3.75	0.43	0.19	4
3. Incorporate and integrate with the Common Core curriculum with the school counseling program	3.00	5.00	4.00	0.71	0.50	4
4.. Effectively manage a classroom	3.00	5.00	4.25	0.83	0.69	4
5. Provide classroom guidance lessons that meet student needs and school mission	4.00	5.00	4.50	0.50	0.25	4
6. Advocate on behalf of a student or group of students in order to meet their academic, career and personal-social needs	3.00	4.00	3.75	0.43	0.19	4
7. Demonstrate culturally competent counseling with diverse students and parents	3.00	4.00	3.75	0.43	0.19	4
8. Collaborate effectively with staff members	2.00	4.00	3.50	0.87	0.75	4
9. Identify areas for growth and change in school climate and create plans to make those changes	3.00	4.00	3.75	0.43	0.19	4
10. Engage in teams (ex: school improvement, child study) that promote student success and overall healthy school climates	2.00	4.00	3.50	0.87	0.75	4
11. Use data to determine needs of the school counseling program and/or identify barriers to student achievement and success	3.00	4.00	3.75	0.43	0.19	4
12. Create appropriate developmental counseling interventions for individual students and groups of students	3.00	4.00	3.75	0.43	0.19	4
13. Identify and provide support for students with critical issues such as behavioral needs, suicidal ideation, depression or anxiety	3.00	4.00	3.75	0.43	0.19	4
14. Identify areas for professional growth and development as a school counselor	3.00	4.00	3.75	0.43	0.19	4
15. Practices ethical counseling with students and ethical collaboration with staff members and parents	3.00	4.00	3.75	0.43	0.19	4
16. Provides/refers students and parents with resources for additional help and support	4.00	5.00	4.25	0.43	0.19	4
17. Maintains confidentiality with students	3.00	4.00	3.75	0.43	0.19	4
18. Articulate pertinent district, state or local policies that impact school counseling in your building	3.00	4.00	3.75	0.43	0.19	4
19. Promote awareness for culturally relevant practices with diverse learners	3.00	4.00	3.75	0.43	0.19	4
20. Take leadership roles in the school	2.00	4.00	3.50	0.87	0.75	4
21. Effectively counsel students with diverse learning needs including students with special needs and high ability/gifted students	3.00	4.00	3.75	0.43	0.19	4
22. Immediately address and work with issues of crisis in a school (ex: suicide, trauma, natural disaster, school shootings etc.)	3.00	4.00	3.75	0.43	0.19	4
23. Facilitate career/college readiness in your school	3.00	4.00	3.75	0.43	0.19	4

## Student's Evaluation of Clinical Sites

1 = Highly agree, 4 = Highly disagree

	M	SD
Amount of on-site supervision.	1.4	0.75
Quality and usefulness of on-site supervision.	1.2	0.43
Ability to obtain overall hours.	1.1	.30
Ability to obtain direct client contact hours.	1.15	0.36
Usefulness and helpfulness of course.	1.15	0.36
Relevance of experience to career goals.	1.25	0.44
Exposure to and communication of school/agency goals.	1.15	0.37
Exposure to and communication of school/agency procedures.	1.45	0.75
Exposure to professional roles and functions within the school/agency.	1.38	0.57
Exposure to information about community resources.	1.45	0.76

Data suggest that MA students in CMHC, RC, and SC who participated of Practicum or Internships during their Spring 2022 semester (n= 20), were satisfied with their clinical sites.

# COLLEGE OF EDUCATION STUDENT SATISFACTION

The COE Graduate Student Satisfaction Survey includes survey scales on students' satisfaction with academic experiences, advising, faculty excellence, academic space and resources, evaluation and feedback, research collaboration opportunities, sense of mattering to the COE, support for students' mental health, satisfaction with assistantships, financing tuition and fees. This instrument consists of 12 items on a Likert Scale and 10 open ended questions.

For the year 2022, CSED MA and PhD students (n=18) indicated high levels of satisfaction with their academic experience in the college of Education and the Department of Counselor Education. Research training and collaboration were identified as areas of growth, particularly from the perspective of MA students. See summary table on page 9.

### When asked about what the best part of their experience is, CSED students indicated:

- "The best part of my experience so far has been learning from experienced professors who truly care about their students and the field of school counseling."
- The best part of my experiences so far has been the faculty. I truly think they care about me as a person and want me to be successful. The relationships I have made with students in my cohort and in the college have also been very special to me."
- The faculty and advisors being so collaborative with students"
- "Faculty support
- "Getting to know the other students in my cohort and be able to practice at my placement sites."
- I have enjoyed the different backgrounds in interests and research my professors have. Everyone brings something unique to the table. I have also liked how the process of being placed in a pre-practicum/ internship site has been going."
- "Classes using current research to inform education and also teaching policy."
- The faculty are genuine, kind, and passionate.



**When asked about what the one thing they would change, CSED students indicated:**

- a. Graduate student area (with study space, refrigerator, microwave, etc.). I got an email about this in 2021 but haven't heard any additional updates.
- b. True commitment to DEI
- c. "Giving more information about funding for graduate students.
- d. Having more graduate assistant positions available for first-year students would be nice."
- e. "I'd like to have some classes that incorporate more on mental health disparities or dedicate a course on them.
- f. Stretch the same curriculum over 5 semesters instead of 4."

Summary data – CoE Student Satisfaction – CSED (n=18)



# ALUMNI EXIT SURVEYS

Alumni responses at the PhD level suggest that the program demonstrated high regard for individual difference and diverse learning needs. That the education they received was of high quality, felt they were prepared to enter their new profession. Alumni also indicated that they received constructive feedback that allowed them growth in needed areas. Other data points are included in the table presented below. **NOTE: All surveys will be updated at the end of Spring 2023 semester.**

#	Question	Strongly Agree	Somewhat Agree	Neither Agree or Disagree	Somewhat Disagree	Strongly Disagree	Total					
1	extend my knowledge base of the counseling profession in a climate of scholarly inquiry	60.00%	6	40.00%	4	0.00%	0	0.00%	0	0.00%	0	10
2	generate new knowledge for the profession	50.00%	5	40.00%	4	10.00%	1	0.00%	0	0.00%	0	10
3	develop the necessary skills to articulate, publish, and disseminate my research	20.00%	2	40.00%	4	30.00%	3	10.00%	1	0.00%	0	10
4	develop the necessary skills to articulate and demonstrate my leadership and advocacy qualities	20.00%	2	40.00%	4	30.00%	3	10.00%	1	0.00%	0	10
5	develop the necessary skills to articulate and demonstrate my competencies as a clinical supervisor	20.00%	2	80.00%	8	0.00%	0	0.00%	0	0.00%	0	10
6	develop the necessary skills to articulate and demonstrate my skills as a counselor educator	50.00%	5	40.00%	4	0.00%	0	10.00%	1	0.00%	0	10

***"I am enjoying every day in the CES program very much! There are great opportunities to equip myself with teaching, research, and supervision tools and experiences. I could also explore my training process with highly supportive and talented faculty members who genuinely care about my success. I am excited to learn more in the program and become a competitive future counselor educator!" -H. Li, 3rd year Doctoral Student***

Alumni responses at the MA level included 15 students in CMHC, 1 student in RC, and 5 students in school counseling. Students indicated continued levels of satisfaction with the academic offerings across MA programs.

## Coursework

#	Question	Very satisfied		Satisfied		Neither satisfied nor dissatisfied		Unsatisfied		Very Unsatisfied		Total
1	Course Content (relevant, current, non-redundant)	22.22%	4	61.11%	11	11.11%	2	5.56%	1	0.00%	0	18
2	Course Sequencing (each new class skills or content built on those before it)	38.89%	7	44.44%	8	16.67%	3	0.00%	0	0.00%	0	18
3	Breadth and depth of learning from coursework	27.78%	5	44.44%	8	11.11%	2	16.67%	3	0.00%	0	18

## Clinical Experiences

#	Question	Very satisfied		Satisfied		Neither satisfied nor dissatisfied		Unsatisfied		Very Unsatisfied		Total
1	Clinical Sites	52.63%	10	42.11%	8	0.00%	0	5.26%	1	0.00%	0	19
2	Site Supervisors	63.16%	12	36.84%	7	0.00%	0	0.00%	0	0.00%	0	19
3	Academic Supervisors	36.84%	7	47.37%	9	5.26%	1	5.26%	1	5.26%	1	19

## Programs and Faculty

#	Question	Very satisfied		Satisfied		Neither satisfied nor dissatisfied		Unsatisfied		Very Unsatisfied		Total
1	Program faculty knowledge and professional competence	63.16%	12	26.32%	5	5.26%	1	5.26%	1	0.00%	0	19
2	Program Communication and Resources? (e.g. communication regarding advisement, student handbook, professional development opportunities/events)	26.32%	5	42.11%	8	15.79%	3	10.53%	2	5.26%	1	19
3	Faculty accessibility/availability	42.11%	8	26.32%	5	21.05%	4	5.26%	1	5.26%	1	19
4	Opportunities for student extra-curricular activities	31.58%	6	26.32%	5	26.32%	5	15.79%	3	0.00%	0	19

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# CSED PROGRAM MODIFICATIONS

## Program Modifications

Section 4 of the CACREP standards require that accredited programs evaluate and disseminate information related to that evaluation to all its constituents. This evaluation process consists of institutional data, data from current and former students, supervisors and employers, and data that documents students' professional dispositions and growth. This report outlines some of the program modifications that followed the evaluation of all graduate programs in the Department of Counselor Education.

## School Counseling Program Changes

Between Fall 2021-Summer 2022, the program has continued to track students' professional dispositions and key performance indicators at the end of each semester (fall and spring). Our students continue to perform at very high standards on all KPIs, meet or exceed expectations on comprehensive exam score performance, and demonstrate expected (or higher) professional dispositions. Feedback from site supervisors has been consistently positive about the students' demonstrated competency levels in the field placements. Adaptations to remote learning needs during the pandemic have yielded increased flexibility and responsiveness to students' needs via Zoom advisement meeting and group meetings. Feedback from students yielded guidance about which site supervisors are better suited for practicum responsibilities versus internship site hosting. Adjustments were made to the planned site assignments for the coming academic year, accordingly. Student retention continues to be strong, with the program retaining 100% of its admitted students. We have continued a 100% placement rate for practicum/internship placements and have been able to continually place students at their desired school level. The School Counseling program welcomed Dr. Laura Gallo as a new Assistant Professor in the fall of 2021 and welcomed Dr. Erin Lane as a new Clinical Assistant Professor in the fall of 2022.

## Clinical Mental Health Counseling Program Changes

The Clinical Mental Health Program continues to produce excellent mental health counselors who have little difficulty finding temporary license employment and qualified license supervisors upon graduation. Annual student evaluations suggest satisfactory progress towards obtaining the degree. Program faculty continue to administer the project titled: Improving Access to Behavioral Health Care in High Need and Underserved Rural Communities [In last year 2022]. The Project supports stipends to CMHC students, course offerings in evidence-based substance abuse treatment, high quality field experiences, and community outreach. Dr. Erin Barnes, Clinical Coordinator, has negotiated, implemented, and maintained high quality clinical experiences, and expanded opportunities to serve Iowan's experiencing mental health issues. The Program has experienced an increase in qualified applicants as compared to prior years and just hired Dr. Katy Schroeder as Assistant Professor and Program Coordinator for Fall 2022. No other program modifications were identified at this moment.

## Rehabilitation Counseling Program Changes

The Rehabilitation Counseling program graduates qualified Rehabilitation Counselors who are fully ready to practice and to obtain certification as rehabilitation counselors. The Program's graduates are

in high demand and have no difficulty finding employment in Iowa and nationwide. In the past 4 years, the Program received two Rehabilitation Services Administration Long-Term Training Grants to provide full tuition, stipend, and support to students pursuing rehabilitation counseling careers in public qualifying agencies. The purpose of each 5-year award is to increase the number of Qualified Rehabilitation Counselors in the state and federal rehabilitation systems. In 2020, the Program received a two-year Health Resources and Services Administration (HRSA) Opioid Workforce Expansion Program grant (2020-2022) to provide high quality training and to provide scholarships to Rehabilitation Counselor Trainees. Clinical field placements are coordinated by Dr. Erin Barnes, hired in 2018, who works closely with Iowa Vocational Rehabilitation Services, Department of Corrections, and addiction treatment centers to provide high quality field experiences in-person and virtually. Recent hires include Dr. Allison Levine, hired in 2021, who provides clinical supervision and instruction and Dr. Randall Boen, hired in August 2022, who will also provide instruction. These recent additions to dedicated RCE faculty have increased research participation opportunities, permitted the program to contract with the Iowa Department of Vocational Rehabilitation Services to provide high quality analysis for the Comprehensive Statewide Needs Assessment (2022) and to develop an on-campus summer career camp for transitioning youth who are deaf or hearing impaired (summer 2023). The program also collaborated with the University of Iowa's Student Disability Services office to launch the Academic Life Navigator project, a support service for UI students with ASD and ADHD. Rehabilitation counseling students serve as clinicians and perform assessment, treatment planning and clinical intervention to support SDS students as they navigate campus life. The project is in its 3rd year and has supported over 40 student participants. In response to student feedback to the Advisory Board and directly to faculty, the Program has consolidated classes on Monday-Wednesday (instituted 2018), initiated a voluntary research seminar for Master's students seeking research careers (Fall, 2022), and increased partnering with Iowa Vocational Rehabilitation Services to provide job shadowing, in class training, field experiences, and post-graduation placement for students (2019-ongoing). The program is currently under review for re-accreditation under CACREP and just hired Dr. Randall Boen as an Assistant Professor.

## **Counselor Education and Supervision [PhD]**

Dr. Susannah Wood is the current CES coordinator. She has also been acting as the clinical coordinator of the CES program through August of 2022. Based on conversation with graduate faculty and following feedback from the Alumni Survey, the following items have been identified:

1. Content overlap between several PhD courses and their impact on time to degree.
2. Faculty's need to tie more the review of annual doctoral students and our Review and Retention Policy and process.

In addressing these issues, a content analysis was conducted among those courses identified as having serious overlap. These courses were: Integrated Development Theory & Counseling with Advanced Counseling and Psychotherapy, Professional Orientation to CES and Seminar Leadership and Advocacy in CES. The faculty reviewed the content of all courses listed above and voted to combine them into more comprehensive seminars. These 2 courses are listed as:

1. Advanced Counseling and Psychotherapy
2. Seminar Orientation to CES, Leadership and Advocacy

In addition, the program faculty voted to remove the Group Counseling seminar from the list of required courses at the PhD level. In its place the faculty agreed to include a doctoral seminar in Advanced Social Psychology of Disability. This is in response to the professional literature and feedback from students wanting to have discussions related to disability at a more advanced level, in

addition to what is discussed in our Advanced Multiculturalism Seminar. In light of these changes not only the CES program still meets all CACREP standards, but also has reduced time to degree by at least a semester.

CES faculty is also in the process of re-evaluating the instrument used to assess doctoral student's KPIs. This process is ongoing and will involve all departmental faculty involved in the instruction and advisement of our PhD students.

CES faculty is also in the process of evaluating the required research sequence. This is in response to changes in required research courses at the collegiate level. Faculty will continue to advise students to pursue instruction in quantitative, qualitative, and mixed methods in their PhD plan of study.

Additional feedback loops were added to the program which allowed doctoral students to have a larger voice about their experiences and input into program implementation. Students had expressed a desire to have greater involvement in program decisions and input. To that extent, PhD students are involved in our Advisory Board meetings. Also, each semester, PhD students are invited to participate in discussion meetings lead by the DEO. These meetings (without CES faculty present), to create a safe space intend to provide additional opportunities for doctoral students to voice their needs and concerns during their studies